

QUEST 1

# The Rhetoric of Artificial Intelligence



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# Details

## Quest Course

Level 1: Humanities

## Course Number

ENC XXXX

## Term Year

Days | Periods | Building and Room No.

## Instructor

[Zea Miller, PhD](#)

Assistant Instructional Professor

University Writing Program

## Contact

zea.miller@ufl.edu

## Contact Preference

Email not Canvas Messaging

## Office

[University Writing Program](#)

2215 [Turlington Hall](#)

(352) 846-1138

## Office Hours

TBA

## Course Management

Canvas

## Catalog Course Description

Examination of the rhetoric of AI to explore human identity through interactions with AI systems. Designed to equip students with knowledge of AI reliance on the humanities disciplines of art, linguistics, psychology, philosophy, and technical communication. For students who are interested in learning to use enterprise-grade platforms, pursue certifications for career-readiness, undertake projects to professionalize their writing, and develop professional workplace competencies.

## Course Description

Just as the internet revolutionized the economy, so AI is reshaping potential in every sector from finance and automobiles to art and business to business sales. At the heart of AI capabilities or dreams rest human talents, among which number understanding, interpreting, imagining, making smart decisions, and conversing. On this last front, companies large and small, from blue chips to startups, are creating platforms and solutions that drive human-machine interaction by and through conversations. For every, "Okay, Google" or "Hey, Siri" to help us with tasks, there is the potential for "Help me understand something" and "Help me through something." Thus, while we have the ability to give AI commands, conversational AI has the power to influence, persuade, and help us grow, all of which create equally interesting and alarming possibilities. Can AI be programmed to mimic personality qua identity? To the extent that rhetoric is the art of persuasion, can AI be programmed to effectively manipulate situations toward optimal events? In this Quest 1 course, we will examine these questions while testing our assumptions. By relying on multidisciplinary knowledge from anthropology, art, linguistics, philosophy, professional writing, psychology, rhetoric, and technical writing to develop interdisciplinary skills in creative and critical thinking, collaboration, presentations, public speaking, and research, our work in AI will necessarily bridge the humanities with the technical. To that end, we will begin with the history and theories of rhetoric and AI. Then, we will survey the landscape of AI developers and developments. Finally, we will program a conversational AI assistant to explore how rhetorical savvy can attach to AI potential. Along the way, we will use enterprise-grade platforms, pursue certifications for career-readiness, undertake projects to professionalize our writing, and develop professional workplace competencies. By the end of this course, students will be able to understand the history of rhetoric, discuss current articulations of AI, professionally craft technical content, favorably edit their work as well as the work of their peers, effectively demonstrate solutions and collaboratively marshal resources to support them, and master the strategies to successfully realize AI projects on Enterprise-grade platforms.

## Essential Question

How can we unlock the ability of AI to convince others?

# Content

## Required Materials

### *The Art of Rhetoric*

Aristotle  
Oxford University Press  
ISBN: 9780198724254

### *Tractatus Logico-Philosophicus*

Ludwig Wittgenstein (1922)  
Project Gutenberg

### *Solaris*

Stanisław Lem (1961)  
HarperCollins  
ISBN: 9780156027601

## Recommended Writing Guides

### *Student's Guide to Writing College Papers, Fifth Edition*

Kate L. Turabian (2019)  
Chicago University Press  
ISBN: 9780226430263

### *The Chicago Manual of Style, 17th Edition*

The University of Chicago Press  
Editorial Staff (2017)  
Chicago University Press  
ISBN: 9780226287058  
[Digital Version](#) free via UF Libraries

# Credits

## General Education Program

Students take [Quest 1](#) courses to satisfy 3 credits of the [general education](#) requirement in the Humanities. This Quest course also fulfills 2,000 words of the count toward the [writing requirement](#).

### Tracking

- Quest 1
- Humanities (H)
- Writing Requirement (WR) 2,000 words

## Required Readings

As a humanities course, [we are to read from the Western Canon](#), from which the following selections best fit our purposes (on rhetoric, understanding, and identity, respectively):

- *The Art of Rhetoric* by Aristotle
- *Tractatus Logico-Philosophicus* by Wittgenstein
- *Solaris* by Stanisław Lem

Since writing for AI requires multi-disciplinary skills and competencies, interdisciplinary readings on rhetoric, AI, and critical thinking will be assigned from the [Stanford Encyclopedia of Philosophy](#), including the following entries:

- [Artificial Intelligence](#)
- [Aristotle's Rhetoric](#)
- [Critical Thinking](#)
- [Wittgenstein](#)

## Supplemental Readings

Additional sources from the news and media outlets of AI companies will help us compare and contrast their self-promotion with our readings, topics, and discussions. Throughout the term, you will be encouraged to find and share articles on our discussion board related to the course topics.

## Grade Requirements

This course accomplishes the Quest 1 and General Education objectives of the subject areas listed above. A minimum grade of C is required for all Quest and General Education credits. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

# Student Learning Outcomes

## General Education Program

This course will realize the following [General Education Program student learning outcomes](#) by and through the following activities, assessments, deliverables, discussions, experiences, lectures, and readings.

SLO	Fulfilment
<p><b>Content</b> Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.</p>	<p><b>Method</b> Students will study the concepts, history, key themes, principles, terminologies, theories, modes, and methodologies of rhetoric, AI, and identity throughout the course.</p> <p><b>Vehicles</b> Discussions, Lectures, and Readings on Rhetoric, AI, and Identity</p> <p><b>Assessments</b> Quizzes</p>
<p><b>Critical Thinking</b> Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.</p>	<p><b>Method</b> Students will discuss, deconstruct, identify, analyze, deploy the distinctive elements that rest at the interdisciplinary intersection of rhetoric, AI, and identity.</p> <p><b>Vehicles</b> Readings, Lectures, Philosophical Discussions, Deliverables, Experiences, Evidentiary Paragraph Writing</p> <p><b>Assessments</b> Rhetorical Analysis, Analytical Essay #1, Analytical Essay #2, Enterprise Design Thinking Certification</p>
<p><b>Communication</b> Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.</p>	<p><b>Method</b> Students will draft, revise, peer edit, deliver, and present content according to best practices. In addition, students will develop, deploy, revise, and effectively collaborate on solutions as individuals on teams.</p> <p><b>Vehicles</b> Activities, Deliverables, Presentations, Experiences</p> <p><b>Assessments</b> Analytical Essay #1, Analytical Essay #2, Self-Reflection Essay, Position Statement, Rhetorical Analysis, Experiential Learning Opportunity and related Presentation</p>

## Humanities and Quest 1 Subject Area Student Learning Outcomes

This course will realize the following [Humanities Subject Area student learning outcomes](#) in concert with [Quest 1 Objectives and Student Learning Outcomes](#) by and through the following activities, assessments, deliverables, discussions, experiences, lectures, and readings.

SLO	Fulfilment
<p><b>Content</b> Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.</p>	<p><b>Outcome</b> Students will be able to identify, describe, and explain the histories and theories of rhetoric, AI, and identity.</p> <p><b>Vehicles</b> Discussions, Lectures, and Readings on Rhetoric, AI, and Identity</p> <p><b>Assessments</b> Quizzes</p>
<p><b>Critical Thinking</b> Analyze and evaluate essential questions about the human condition, using established practices appropriate for the arts and humanities disciplines incorporated into the course.</p>	<p><b>Outcome</b> Students will further develop critical thinking capacities in problem solving, hypothetical thinking, making decisions, reasoning, ecological thinking, lateral thinking, and creative thinking.</p> <p><b>Vehicles</b> Readings, Lectures, Philosophical Discussions, Deliverables, Experiences, Evidentiary Paragraph Writing</p> <p><b>Assessments</b> Rhetorical Analysis, Analytical Essay #1, Analytical Essay #2, Enterprise Design Thinking Certification</p>
<p><b>Communication</b> Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.</p>	<p><b>Outcome</b> Students will work together to develop and deliver presentations, deploy solutions, and peer-revise through writing as a process-based work, all of which requires effective in-person and digital communication.</p> <p><b>Vehicles</b> Activities, Deliverables, Presentations, Experiences</p> <p><b>Assessments</b> Analytical Essay #1, Analytical Essay #2, Self-Reflection Essay, Position Statement, Rhetorical Analysis, Experiential Learning Opportunity and related Presentation</p>
<p><b>Connection — Quest 1</b> Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.</p>	<p><b>Outcome</b> Students will reflect on their education and experiences to identify what they learned, consider what they might have done differently, and imagine how they might advise future students to prepare for the course.</p> <p><b>Vehicle</b> Deliverable</p> <p><b>Assessment</b> Self-Reflection Essay</p>

## Writing Requirement

Students who successfully complete the course will compose at least 2,000 words across deliverables.

### Writing Requirement (WR) Courses

- The WR ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive WR credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

### Writing Assessment Rubric

Aspect	Satisfactory (A to C)	Unsatisfactory (C- to E)
<b>Content</b>	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
<b>Organization and Coherence</b>	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
<b>Argument and Support</b>	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
<b>Style</b>	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
<b>Mechanics</b>	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

# Course-Specific Objectives

Upon completion of this course, a student should be able to establish ideal rhetorical parameters for any technical text, compose content thereunder, and evaluate compliance thereto, not only generally but also particularly in an AI-related space.

Goals	Means	Outcomes
<ul style="list-style-type: none"> <li>• To learn rhetorical situations, ecologies, and modes of persuasion</li> <li>• To integrate theory into work</li> <li>• To analyze texts using theory</li> <li>• To understand the landscape of AI platforms, products, and services</li> <li>• To learn the standards, practices, and conventions of professional and technical communication</li> <li>• To use and compare enterprise software solutions</li> <li>• To develop communication and project management skills</li> <li>• To practice group leadership, participation, and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions, lectures, readings, and quizzes on rhetoric, philosophy, identity, and artificial intelligence</li> <li>• Evaluating companies</li> <li>• Readings on technical writing</li> <li>• Evaluating platforms, products, and services for deliverables, and quizzes</li> <li>• Crafting multimodal persuasive solutions</li> <li>• Group involvement and communication</li> <li>• Group meetings and presentations</li> <li>• Project life-cycle administration</li> </ul>	<p>By the end of this course, students can:</p> <ul style="list-style-type: none"> <li>• Identify, analyze, and optimize rhetorical situations, rhetorical ecologies, and persuasive modes</li> <li>• Compose effective technical documents, including code, proposals, reports, and presentations for target audiences and purposes</li> <li>• Evaluate the rhetorical positioning of technical texts</li> <li>• Relate philosophy to projects, thereby translating theory to reality</li> <li>• Critically assess AI-generated content and evaluate same against prompts for testing and refinement</li> <li>• Apply theory to the design and development of content for AI agents</li> <li>• Create and calibrate multimodal persuasive artifacts that effectively communicate complex information to intended audiences</li> <li>• Collaborate in teams to complete projects, thereby demonstrating effective communication, project management, and leadership skills</li> <li>• Deliver clear and compelling oral presentations, thereby demonstrating effective use of visual aids and audience engagement strategies</li> <li>• Implement project management strategies to successfully complete projects using enterprise-grade platforms</li> </ul>

# Assessments

## Grading Scale

Please review the UF [grade and grading policies](#).

Grade	Percentage
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	84 - 86%
B-	80 - 83%
C+	77 - 79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
E	<60

## Point and Word Totals

Please note that these are word count minimums.

Assignment	Points	Words
Analytical Essay #1	150	1,000 (WR)
Analytical Essay #2	150	500 (WR)
Experiential Learning Opportunity	500	
Self-Reflection Essay	200	500
Quizzes	80	
Position Statement	50	250
Rhetorical Analysis	100	500 (WR)
Google Technical Writing Review	50	250 (WR)
IBM Certifications	50	
<b>Totals</b>	<b>Points</b> 1,330	<b>Words</b> 3,000  <b>(WR)</b> <b>Words</b> 2,250

## Major Assignments

### Analytical Essay #1

*Writing about Writing*

Document. 1,000 Words, Minimum. 150 Points. Individual Grade: Grade Scale.

While companies like OpenAI, Numenta, Cohere, Drift, and Dataiku (among others) offer AI platforms, products, and services, they also offer positions, papers, blogs, and social media feeds. Select one AI company and evaluate their content channels for intelligibility, rhetorical savvy, style, and structure. How are they positioning themselves? What differentiates them? What research have they written or had published? Is there any research written about them?

### Analytical Essay #2

*Writing about Experience*

Document. 500 Words, Minimum. 150 Points. Individual Grade: Grade Scale.

Many websites today use chatbots to interact with customers. Find a site, interact with its bot, and non-deliberately uncover points where the interaction breaks. What happened? Why do you think it happened? What could have been done differently? What did it do right? How would you describe its identity and personality?

### Experiential Learning Opportunity: Program an Assistant

*Team Experience, Showcase, Course Capstone Project*

Application Build and Presentation. 500 Points. Team Grades: P/F. (3 hours)

Secure the IBM Team Essentials for AI Course Certification. Then, program an AI Assistant according to the team-developed position statement produced during the certification and our understanding of rhetoric and identity. Present your bot to the class as a demonstration of its coherence with the position statement.

### Learning Objectives

Goals	Means	Outcomes
<ul style="list-style-type: none"> <li>To Learn How to Program a Chatbot</li> <li>To Apply Rhetorical Lessons in a Dynamic Medium</li> <li>To Develop Collaborative Skills</li> </ul>	<ul style="list-style-type: none"> <li>Program Intents and Events in an AI Assistant</li> <li>Develop Audience-Focused Solutions</li> <li>Manage Project with Fellow Students as Colleagues</li> </ul>	By the end of this assignment, students will have collaboratively programmed a bot that persuades an ideal audience to perform various possible calls to action.

### Bot Rubric

400 Points. Team Grades: P/F. 2/3 pass ratings are required for credit.

Aspect	Pass (P)	Fail (F)
<b>Content</b>	The Intents and Entities programmed cohere with the position statement.	The Intents and Entities programmed deviate significantly from or do not approach the position statement.
<b>Expression</b>	The Assistant responds in such a way that it signals a personality, identity, tone.	The Assistant responds impersonally and flat.
<b>Experience</b>	The Assistant delights the end-user.	The Assistant fatigues the end-user.

### Presentation Rubric

100 Points. Team Grades: P/F. 1/2 pass ratings are required for credit.

Aspect	Pass (P)	Fail (F)
<b>Development</b>	Each member of the team effectively develops at least 1 slide.	Several team members do not develop at least 1 slide.
<b>Delivery</b>	Each member of the team captivantly delivers at least 1 slide to the class during a professional demonstration.	Several team members fail to deliver at least 1 slide to the class during or the demonstration itself is unprofessional.

## Self-Reflection Essay

### *Writing about Experience*

Document. 500 Words, Minimum. 200 Points. Individual Grade: P/F.

Compose a letter to a future student in this course. What did you learn? What would you do differently? What would you recommend a student do to prepare? Use IBM's natural language processing AI tools to evaluate your content. Revise based on emotional analysis.

## Minor Assignments

### Quizzes

*Writing about Rhetoric and AI*

Canvas. 50 Points. Individual Grade: Grade Scale.

Readings and related content addressed through lectures will be evaluated throughout the term.

### Position Statement

*Team Experience, Writing about Rhetoric*

Document. 250 Words, Minimum. 50 Points. Team Grades: P/F.

Prerequisite: Team Essentials for AI Course Certification. Describe the Assistant your team will program. Beyond giving your bot an identity, perspective, voice, and more, you will articulate its rhetorical situation, ecology, and implementation benefits.

### Assessment Rubric

Team Grades: P/F. 1/2 pass ratings are required for credit.

Aspect	Pass (P)	Fail (F)
<b>Content</b>	The project is reasonable and can be realized. The statement addresses the rhetorical situation, ecology, and benefits meaningfully.	The project is unreasonable and/or cannot be realized. The statement does not address its situation, ecology, or benefits meaningfully.
<b>Expression</b>	The project is articulated clearly, coherently, and with logical organization.	The statement contains egregious errors in grammar, syntax, or punctuation or the clarity, coherence, and organization suffers thereby or for other complications.

### Rhetorical Analysis

*Writing about Rhetoric*

PowerPoint. 500 Words, Minimum. 100 Points. Individual Grade: Grade Scale.

How do Google, IBM, Microsoft, and Amazon rhetorically position their AI platforms, products, and services? Compare and contrast.

### Review Google Technical Writing Lessons

*Writing about Experience*

Document. 250 Words, Minimum. 50 Points. Individual Grade: P/F.

Write reflection on what information was truly informative. Address what you found helpful and what you wish you would have known earlier.

### IBM Certifications

To prepare you for building AI applications as a team, secure these two certifications that you can add to your LinkedIn profile and résumé.

### Enterprise Design Thinking

*Experience*

2 Hours. 25 Points. Individual Grade: P/F.

From IBM: "Explore how to apply design thinking in your own company and what it means for you and your team. [The Practitioner Course](#) will give you a baseline of Enterprise Design Thinking skills: collaboration, synthesis, design research, prototyping, and storytelling."

## **Team Essentials for AI Course Certification**

### *Team Experience*

3 Hours. 25 Points. Individual Grade: P/F.

From IBM: "Explore what it means to design artificial intelligence systems as a team, guided by a clear intent and a focus on people. [This course](#) will give you the framework and tools you need to recognize responsible AI design, align your team, and work with data sources to start building an AI solution today."

# Course Schedule

## Module 1: Theory

In this unit, we will examine texts and society to help us eventually program qualities for our bot.

### Central Questions

- What is rhetoric?
  - What is its history?
  - How is it used today?
- What is AI?
  - What is its history?
  - How is it used today?
- What is an identity?
  - How are identities determined?
  - How are identities formed?
  - How do identities change?
  - What governs identities?
  - How are connections made?
- How are (dis)connections effected?
  - What are flows and what flows?
  - What are experiences?
  - How do emotions shape identities?
- What is information?

### Theme

The Theoretical Intersection of Identity and Rhetoric

### Knowledge Development

- Analytical Philosophy (Identity)
- Anthropology (Behavior, Information, Markedness, Semiotics)
- Continental Philosophy (Machinic Thinking, Flows)
- History (Rhetoric and AI)
- Psychology (Affect, Emotions)
- Rhetoric (Ecology, Situations, Modes of Persuasion)
- Writing (Technical Writing)

### Skill Development

- Design Thinking
- Technical Writing
- Research

Week	Activities	Assessments and Deliverables	Lectures and Discussions	Readings
1	Introduction to Course	Google Technical Writing Evaluation Assignment	The Rhetoric of AI	
2	Discuss Reading; Find Connections to Readings	Quiz	Narratology and Genres	<i>Solaris</i> . Chapters 1-4. Approximately 64 pages.
3	Discuss Reading; View Video Connections to Lectures	Quiz	Identity, Rhetoric, Anthropology	<i>Solaris</i> . Chapters 4-8. Approximately 64 pages.
4	Discuss Reading; During Class Excursion Related to Lectures	Quiz	Interaction, Connections, and Causality	<i>Solaris</i> . Chapters 8-12. Approximately 64 pages.
5	Discuss Reading; View Video Connections to Lectures	Quiz	Information	<i>Solaris</i> . Chapters 13-14. Approximately 32 pages.
6	Discuss Reading; Deconstruct Chatbot Rhetorical Situations	Quiz	Lecture on Rhetorical Ecologies	<i>The Art of Rhetoric</i> . Book 1. Approximately 50 pages.
7	Discuss Reading; Deconstruct Chatbot Features and Identities	Quiz	Discuss AI Blogs	<i>The Art of Rhetoric</i> . Book 2. Approximately 50 pages.
8	Discuss Reading; IBM Enterprise Design Thinking Certification	Quiz Rhetorical Analysis Assignment	Enterprise Design Thinking Tools	<i>The Art of Rhetoric</i> . Book 3. Approximately 50 pages.

## Module 2: Research

In this unit, we will explore the AI landscape, its solutions, and evaluate how they are positioned and work.

### Central Questions

- How do businesses develop, use, promote, and deploy AI solutions?
- What social media strategies do they employ?
- How do AI chatbots work and break?

### Theme

The Business Intersection of AI, Rhetoric, and Identity

### Knowledge

Business (Marketing, Social Media), Engineering (Failure Analysis), Professional Writing (Analysis, Argumentation, Deconstruction, Evidence, Formatting, Research, Structure, Style), Rhetorical Analysis

### Skills

Critical Thinking, Professional Writing, Research

Week	Activities	Assessments and Deliverables	Lectures and Discussions	Readings
9	Group Practice for Essay 1	Quiz	Evidentiary Paragraphs	<i>Tractatus Logico-Philosophicus</i> . 1-4.1212. Approximately 20 pages.
10	Conduct Research for Essay 1	Analytical Essay 1 Assignment	Markup Languages Structure and Argumentation	
11	Conduct Research for Essay 2	Analytical Essay 2 Assignment	Critical Thinking and Questions	

## Module 3: Application

In this unit, students apply knowledge and theory to collaboratively develop an AI bot.

### Central Questions

- What properties and attributes of identity can be programmed into a chatbot?
- What persuasive power could one deploy to optimal ends?
- What problems could it solve?
- How could the process and effort to answer these questions be captured and delivered professionally as presentations accompanied by a slide deck?

### Theme

The Practical Intersection of AI, Rhetoric, and Identity

### Knowledge

Anthropology (Behavior, Markedness, Semiotics), Art (AI-Generated), Linguistics (Semantics), Philosophy (Aesthetics), Psychology (Affect, Emotions), Rhetoric (Oratory, Ecology, Modes, Visual), Structuralism (Identity)

### Skills

Creative Thinking, Leadership, Presentation Design, Problem Solving, Project Management, Public Speaking, Technical Writing

Week	Activities	Assessments and Deliverables	Lectures and Discussions	Readings
12	Creation of Groups and Group Project Management Files		Intents, Events, Prompt Design and Engineering	
13	IBM Team Essentials for AI Course Certification	Position Statement Assignment		
14	Teamwork on Experiential Learning Opportunity: Program an Assistant			
15	Teams Demonstrate Assistants to Class	Program an Assistant and Presentation to Class Assignments and Self-Reflection Essay Assignment		

# Policies

## Course Statements

### Attendance

Required. Absences are excused according to [UF policy](#) for university-sponsored events, such as athletics and band, illness, and religious holidays. Excused absences related to university-sponsored events must be discussed with the instructor prior to each event. At 6 unexcused absences, the grade ceiling will be lowered by 1 letter. Course failure is caused by 9 unexcused absences. Make-up work for excused absences should be discussed with the instructor.

### Tardiness

If you miss more than 15 minutes of class, you will be marked as having been absent for the session, unexcused. While highly unlikely, if inauspicious circumstances delay my arrival by more than 15 minutes, in-class activities (not assignments, for which the due dates would remain in effect) for that day should be considered either canceled or pending rescheduling.

### Participation and Preparation

Come prepared. On average, you will need to devote at least 3 hours per week for attendance and participation and 6 hours per week towards writing, reading, and research as preparation.

### Important Dates, Changes, and Readings

Please review the course calendar on Canvas weekly. Objectives are subject to change. Assignments and deadlines are subject to change relative to our overall progress. Changes will be announced in class or by email. Please consult the course calendar and the assignments page in Canvas for required and recommended readings.

### Composition Process and Storage

All work for this course must be composed and stored on Microsoft OneDrive, Google Docs, or a similar cloud storage service. Your work must be original (see University Honor Policy, below). Assignments must undergo editing as part of the composition process.

### Peer Editing

This course will promote writing as a process. To that end, all students will be tasked with peer editing responsibilities. Failure to provide effective feedback on the work of others will result in a 10% reduction for the project in play.

### Grading

Assignments must be submitted as indicated on Canvas to be graded. Coursework will be graded by how closely it meets the rubric criteria outlined for it.

### Late Work

Excepting presentations, late work will be accepted within a weekend window. Late work submitted after the weekend window will be subject to a grade ceiling of B+. Quizzes must be completed within a 1-week window for credit.

### Laptops, Cellphones, and Other Electronic Devices

Laptops are welcome in class for note-taking and peer editing (not entertainment or social media). Cellphones should always be silent and only used for necessary log in processes. However, please let me know if you are expecting an urgent call or text. Other devices should not be used in class unless otherwise directed, based on the assignment. Students who misuse their electronics will first be asked to terminate their activities and, second, dismissed for the day unexcused.

### Disruption

Students have the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the classroom (and anywhere else the class may meet) remains conducive to learning. This includes respectful and courteous treatment of all. The professor will take immediate action when inappropriate behavior occurs.

### Nondiscrimination

Discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran is prohibited.

### General Disclaimer

Owing to weather and other conditions, the instructor may adjust the schedule as necessary and will notify students via Canvas.

## University Statements

### UF Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via [GatorEvals](#). Guidance on how to give feedback in a professional and respectful manner is [available](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals. Summaries of course evaluation results are [available](#) to students.

### University Honesty Policy

UF students are bound by The Honor Pledge which states "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication

without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### U Matter, We Care

If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit the [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

### Counseling and Wellness Center

Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

### Student Health Care Center

Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).

### University Police Department

Visit the [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

### UF Health Shands Emergency Room / Trauma Center

For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,

Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

#### **GatorWell Health Promotion Services**

For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

#### **E-Learning Technical Support**

Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). See its [website](#).

#### **Career Connections Center**

Reitz Union Suite 1300, 352-392-1601. See its [website](#). Career assistance and counseling services.

#### **Library Support**

Various ways to receive assistance with respect to using the [libraries](#) or finding resources. Call 866-281-6309 or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.

#### **Teaching Center**

1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. See its [website](#). General study skills and tutoring.

#### **The Writing Studio**

The Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the [Writing Studio website](#) for one-on-one consultations and workshops.

#### **Academic Complaints**

Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.

#### **Enrollment Management Complaints (Registrar, Financial Aid, Admissions)**

View the [Student Complaint Procedure webpage](#) for more information.